

ADDENDUM TO THE MAINE COLLEGE OF ART SELF-STUDY REPORT 2013

Our self-study was completed in early August, before the class of 2013-2014 entered. Most of the future tense statements are now present tense – not “we will,” but “we are.” Since early August, we have been responding to the needs of our teacher candidates and have reviewed the previous year’s data for program evaluation and improvement purposes. In addition, we would like to include specific measures we have taken in response to the guidance given to us in the Team Report of 2008.

Amendments to the Self-Study, 2013

The footnote on page 8 should read:

Based on ETS reports for the class of 2012-2013. One candidate did not pass Praxis I math according to Maine cut scores, but did pass according to New Hampshire, the state in which she is currently employed.

Page 15 currently reads:

The final Professional Practices Seminar is based on the posing of individual questions concerning practice and on shared inquiry using the text *Rethinking Education in the Age of Technology: The Digital Revolution and School in America*.¹

Based on the actual needs of the Academic Year 2013-2014, information sourcing, rather than use of technology, will be the focal point for the Professional Practices Seminar as candidates conduct their action research projects.

Page 17

In creating the formal data collection system for the MAT program, we are following the guidelines and improvement recommendations for the State of Maine, prepared by the National Council on Teacher Quality.

We are following the recommendations where our data substantiate the implementation of the recommendations for improvement.

Page 18

Regarding program entry requirements, the Praxis requirement now reads: *It is strongly recommended that you take the Praxis I exams for reading, writing, and math and the Praxis II exam for visual art. Passage of these exams is required for teacher certification in most states. See Exhibit 2.2.3.01 Admissions Requirements, Changes for Academic Year 2014-2015 for detailed discussion.*

¹ Collins, A. and Halverson, R. (2009) *Rethinking Education in the Age of Technology: The Digital Revolution and School in America*. New York City: Teachers College Press.

Passing the Praxis for basic skills is still required, but in the case of candidates who have not yet taken Praxis II, a review of other evidence of content knowledge will determine their entry into student teaching.

Page 20, Table 5 should now read as follows:

Table 5: Timeline for MAT Candidate Assessments				
Transition Point	Candidate Assessment Tool	Benchmark	Current Level of Attainment	Deliberative Process
Program Entry	Praxis I	During the application process, 100% of the applicants are strongly recommended to take the exam.	Academic Year 2013-2014 Exam dates pending	Those who have not taken the test may enter with probationary admission. Must pass before student teaching.
	Praxis II Content Exam	During the application process, 100% of the applicants are strongly recommended to take the exam.	Not currently part of admission requirements	Must pass before student teaching. In rare instances, other evidence of content knowledge may be temporarily substituted.
	Portfolio	100% of entering candidates demonstrate ability as artists.	Academic Year 2012-2013 100% Academic Year 2013-2014 100%	Admissions counselor, art faculty, and art education faculty review
	Transcript Analysis	90% meet requirements Review for studio art and art history courses and GPA of at least 3.0 in major, 2.8 overall	Academic Year 2012-2013 100% Academic Year 2013-2014 100%	Identified gaps will result in prerequisites. Target – no more than 10% of candidates enter with prerequisite needs
	Essay/Artist Statement	80% of candidates enter with ability to write clearly	Academic Year 2013-2014 88% entered with ability to write clearly	Art education faculty and coordinator of tutorial services review of application files
Entry to Student Teaching	Evidence of Practice (includes dispositions assessment, field experience assessments, and other evidence collected)	100% at Level 3 100% at or above 80% of dispositions met for each scoring dimension on dispositions rubric 100% meet or exceed 80% of the items on the unit planning assessment 100% meet or exceed 80% of the items on the student learning assessment	Academic Year 2012-2013 90% 80% 80%	Two faculty, one cooperating teacher form the panel
	Praxis I	100% pass all basic skills	Academic Year	No entry into student

		test	2012-2013 90%	teaching * Exception made. Lower cut score for desired state license.
	Praxis II	100% pass content exam	Academic Year 2012-2013 50% 100% pass rate by summer 2013	Identification of gaps and study plan generated
	Transcript Analysis	100% maintain 3.0 G.P.A. for coursework, with no less than 2.8 100% Successful completion of all courses	Academic Year 2012-2013 100%	Required for entry to student teaching and for graduation.
	Review of Professionalism	100% maintain satisfactory attendance in all coursework and field work 100% Consistently follow the Professional Code of Conduct	Academic Year 2012-2013 100% 100%	No entry to student teaching
Exit from Student Teaching	Review of Student Teaching Portfolio	100% at Level 4	Academic Year 2012-2013 100%	Director of Art Ed Outreach confers with cooperating teachers, using a candidate's self- assessment, faculty evaluations, and cooperating teacher evaluations to determine whether the Maine Teacher Certification Objectives have been met.
Program Exit	Professional Artist-Educator Portfolio	100% demonstrate attainment of program outcomes	Academic Year 2012-2013 100%	Oral presentation and faculty deliberation
	Praxis II	100% of candidates pass	100%	
	Transcript Analysis	100% of candidates maintain a 3.0 GPA	100%	
Induction After Hire	Currently, MECA surveys its graduates with a general follow-up questionnaire designed to cultivate program improvement. Beginning with the academic year 2013-2014, a more extensive survey, customized for our MAT program, will be used to improve the program, determine new teacher mentoring needs, and identify the need for further professional development.			
Rubric for Determining Readiness Level 0 = shows no evidence of key knowledge, skills, and dispositions Level 1 = shows awareness of key knowledge, skills, and dispositions Level 2 = understands key knowledge, skills, dispositions				

Level 3 = applies key knowledge, skills, dispositions for each of the State of Maine Teacher Certification Objectives at a beginning level appropriate for entry to student teaching

Level 4 = applies key knowledge, skills, dispositions for each of the State of Maine Teacher Certification Objectives at an initial teaching level. Competent to begin independent practice.

On page 23, the employment figures should be amended to read:

Academic Year 2012-2013

80% (8/10) includes two unknown who have moved out of state

Academic Year 2011-2012

100% (6/6)

Academic Year 2010-2011

67% (6/9)

The Unit Evaluation Plan now appears:

Table 6: Unit Evaluation: Connecting Candidate and Program Elements							
Beginning Candidate Characteristics		Program, Unit, and Institutional Inputs		Candidate Outputs		Final Outcomes	
Characteristic	Measure	Input	Measure	Output	Measure	Outcome	Measure
Basic skills in reading, writing, and math	Praxis I Transcript Analysis	Course content and sequencing	Faculty audit for curriculum alignment to standards Evaluation responses by candidates Exit Survey	Candidate program outcomes Maine Initial Teacher Certification Objectives	Key candidate assessments • Art Ed transcript analysis • Student Teaching Portfolio • Professional Portfolio • Dispositions Assessment • Key Domains Assessment	Placement	% employed
Arts knowledge	Praxis II Transcript Analysis	Mentoring	Ratio of candidates to faculty Discussions with advisor Evaluation responses by candidates Exit Survey			Job preparation	Survey – one year out Administered each spring
Arts production	Admission portfolio Transcript Analysis	Field experiences	Field Log Number and variety of placements Exit Survey			Candidates who are artist educators	Survey – one year out Administered each spring
Academic capacity	GPA Artist Statement	Institutional Resources	Positive response to requests for use				
		Access to technology	Positive response to requests for use				
		Qualified Faculty Qualified Field Personnel	Resumes Candidate Evaluations Observations of Cooperating Teachers Certification			Continued professional development and new teacher mentoring	Email contact to assess desire for mentoring support and continued professional growth Sent each October
		Physical environment	Informal Class Discussions Exit Survey				

Actions Based on the Team Report from 2008

From page 4:

“As the program grows, faculty may want to consider implementing a timeline that clearly incorporates passing scores on the Praxis I exam prior to student teaching and the requirement passing the Praxis II exam in order for students to receive certification from the Department of Education.”

In response to the Team Report and the State Teacher Policy Yearbook 2012 report for teacher preparation in Maine, we tried to institute a policy that required passing Praxis I and Praxis II scores prior to program admission. However, upon examining Praxis data, it became clear that this was an unrealistic requirement. Our applicants tend not to take the Praxis until after they have received notification of admission and are certain that they will matriculate. Because of that, education faculty worked with the admissions director to establish a realistic goal. That has led to the following changes in the self-study:

1. *Candidates must pass Praxis I prior to student teaching*
2. *Candidates are highly encouraged to take and pass Praxis II and are aware that Praxis II is required for certification.*
3. *Because we believe in the sentiment behind these tests, that teachers should have basic skills and deep knowledge of their subject area, we use other indicators such as college transcripts, art portfolios, unit and lesson plans to determine content knowledge sufficient to begin student teaching in cases where the Praxis II has not yet been taken.*
4. *Admissions now published the following statement on the MAT application: It is strongly recommended that you take the Praxis I exams for reading, writing, and math and the Praxis II exam for visual art. Passage of these exams is required for teacher certification in most states. See Exhibit 2.2.3.01 Admissions Requirements, Changes for Academic Year 2014-2015 for detailed discussion.*
5. *The Art Ed Handbook addresses Praxis I and II and the requirements for entering student teaching.*

“The program is encouraged to streamline the thirteen principles and practices from the Art Education Handbook to more closely align with Maine’s Ten Initial Teacher Certification Standards to demonstrate the importance of these standards to all students. While the self study and interviews with students and faculty clearly indicate evidence and awareness of Maine’s Ten Initial Teacher Certification Standards, it is further encouraged that they be more specifically referenced in the syllabi for each course as well as embedded in the student assessments.”

The program has a clear differentiation between the MAT Outcomes and the Maine standards for initial teacher preparation. This is explained on page 8 of the Art Ed Handbook when it states:

As you read the lists of outcomes and standards provided in the handbook, you're probably asking yourself why we have both program outcomes and state standards instead of just one set. You may also wonder why the state objectives are generic instead of art specific. First, each college or university reflects its institutional aims as well as having to be responsive to accreditation requirements. MECA is a studio-based college, the practices of which have much to add to the overall field of education. By maintaining our beliefs and our educational approach, we hope to add value to the research base about how students learn best. By presenting generic standards, teacher candidates learn how overarching concepts correspond to their discipline specific content. So, as you read, resist the temptation to want to see the state standards written in art specific terms and trust that your coursework will reflect the art specific knowledge you will eventually bring to the classroom. Familiarity with the general concepts of teaching and learning and how they translate to art education will give you "a place at the table" during faculty meetings and gatherings of educators across disciplines.

Moreover, the state standards are demonstrated through specific evaluations and a student teaching portfolio. Demonstration of the program outcomes is part of the exit interview (final panel review) and is demonstrated through a web-published professional portfolio.

From page 5:

"Students are required to integrate technology into their sample syllabi, curriculum assignments and their professional portfolios. The use of technology as both a teaching and management tool should be evidenced throughout the program elements including syllabi."

We have chosen to embed use of technology into all of our courses either as a management tool, communication tool, or a technology-specific lesson plan. Through faculty observation and candidate self-assessment, use of technology is assessed and remediation is instituted when necessary. Candidates cannot meet program requirements without using technology to document their own learning and student learning, and to participate successfully in our coursework. See Exhibit 2.1.2.06 for details.

"The same is true for classroom management practices, which appear to be largely taught and learned during the field experiences, hence relying on the cooperating faculty to ensure that this is covered. The theory and techniques should also be reinforced in coursework as part of the instructional program. In order for the program to be ready for expansion and future growth, the team believes that further development of protocols, procedures, and policies for documentation will help accommodate positive growth in the future."

Classroom management theory and application are a formal part of the Frameworks course, Alternative Settings, and Curriculum Development. That being said, our interim assessments show that candidates desire extra instruction in classroom management and faculty has developed coordinated action steps for addressing this within their classes.

From page 7:

“Clarify key assessment goals to distinguish between Guiding Principle goals and Maine’s Ten Initial Teaching Standards. Students must demonstrate mastery of the Maine standards to be eligible for certification.”

See previous responses.

From page 8 and again on Page 9:

“The unit should work to develop a common format for recording field observations. This will facilitate communication between the various professionals who work with the candidates and ensure more consistent feedback to students. A consistent format will also allow for stronger connections to be made from one observation to the next in the fieldwork.”

We now have a common format in place for field observation that is a mix of checklists and specific comments based on observation logs and candidate learning journals. The assessment system is introduced to candidates as a self-assessment in the summer and the beginning of the fall term. The self-assessment attunes candidates to the standards-based performance expectations and allows faculty to revise or refine coursework according to candidate learning needs. This year, the system is Google forms-based, electronically reported, and reviewed. See Exhibits 2.2.1.03 and 2.2.1.04 among others for specific details.

From page 10:

“The program is encouraged to establish consistent meetings, documented with minutes, to discuss and review the needs of the program as it continues to develop, creating a structure to identify benchmarks and evaluate needs. The program and its faculty should use these meetings to construct a more cohesive conceptual framework that guides the development of the curriculum and syllabi to clearly demonstrate the integration and importance of Maine’s Learning Results and Maine’s Ten Initial Teacher Certification Standards.”

We now maintain consistent meetings, both virtually and in-person and also communicate informally via text messaging, email, and video chat. These formal and informal minutes can be seen throughout the Exhibit Room standards as the meetings are used to evaluate individual candidate progress and concerns as well as to improve the program and improve faculty performance.

From page 12:

“Supporting faculty professional development needs and providing additional administrative assistance will help ensure the unit can sustain a positive level of growth in the program.”

The Art Ed Program has been working with an outside consultant (who is now the department chair) to support faculty professional development as we shift to an MAT program that uses the new state standards for initial teacher preparation. The new faculty evaluation form addresses professional development needs and interests.

From page 11-12:

“The leadership of this Certificate Program rests with the program directorship, a position that involves multiple responsibilities. The current decision being reviewed on campus, as noted in interviews with administration, is whether the college can provide support through an administrative assistant dedicated specifically to the Certificate Program. 12. Currently, the program director has leadership, teaching, organizational and administrative duties.”

We have the support of a student worker for 5 hours per week to handle routine tasks and the support of general college administrative assistance where necessary. We see other administrative duties such as information gathering, analysis, and reporting as integral to our effectiveness as faculty. With administrative duties for field placements and program evaluation now shared between the Department Chair, who serves as educational leader, and the Director of Educational Outreach, who serves as community liaison, we do not see the need for an administrative assistant.

From page 12:

“A few areas for further program improvement are particularly noteworthy. Because meetings of Post-Baccalaureate program faculty are informal and often held off-campus, agenda notes do not exist in a clear and formal format. It will be important, especially as the program grows, to build and maintain a record-keeping system that includes agenda minutes. Similarly, it would be valuable for the program to develop a strategic plan that is explicitly articulated in documented form.”

See previous responses for details regarding record keeping. So that we remain within the larger context and vision of Maine College of Art, we will begin building a strategic plan for the department this year that is based on the college-wide plan, reviewed by the Board in September 2013, with plans for adoption on November 14, 2013.